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ABSTRACT

The State University of New York College of Cortland received the 1973 Distinguished Achievement Award for its Project Change, a performance-based early childhood teacher education program. Also cited for distinguished achievement were a) Teachers College of Ball State University, Indiana for an experimental program designed to include laboratory-centered experiences in the training of elementary school teachers; b) Southern Colorado State College for its Teacher Corps program which maximizes interaction among public schools, the college, and the community; c) University of Massachusetts at Amherst for creating a council in the School of Education responsible for policy making, admissions, leadership, administrative coordination, and program internship; and d) Western Washington State College for demonstrating the efficacy of a competency-based teacher education program through a portal school while at the same time enlarging the cognitive and affective capabilities of inner-city elementary school children. The announcement booklet contains brief descriptions of the five award-winning programs and of the eight programs that received recognition certificates. A list of the 1973 entrants concludes the booklet. (DDO)

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Excellence in Teacher Education 1973 Distinguished Achievement Awards Program

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Executive Director—Edward C. Pomeroy

Standard Book Number 910052-71-9

IN MEMORIAM

Violet K. Richards, chairman, Division of Education, Dillard University, suffered a stroke while attending the meeting of the Distinguished Achievement Awards Panel of Judges. She died two weeks later at the George Washington Hospital. The Association acknowledges her contribution to the 1973 Distinguished Achievement Awards Program and her even greater contributions to the teacher education profession.

The Distinguished Achievement Awards
ENCOURAGEMENT AND RECOGNITION OF EXCELLENCE

Innovation, implementation, and change are the necessary actions by which teacher education programs at colleges and universities bring about desired achievement and progress. Schools of education across the country still strive for improvement despite dwindling resources, curtailed budgets, widespread criticisms, and general apathy. Often, their achievement and progress remain unrecognized by both the teacher education profession and the public.

The main purpose of the American Association of Colleges for Teacher Education always has been the encouragement and recognition of excellence by its member institutions. Many of the Association's activities have been devoted to encouraging improvements in teacher education programs, which, in turn, benefit the profession.

The Association's Distinguished Achievement Awards for Excellence in Teacher Education, which were begun in 1965, are designed to encourage member colleges and universities to describe their successful programs, thereby stimulating other institutions toward excellence in their programs.

This booklet summarizes the programs of the 1973 Distinguished Achievement Awards recipients and those the judges have designated as worthy of special recognition. The Association hopes that the wide range of programs cited in this booklet will lead to further improvements in teacher education and that the sense of achievement reflected in these programs will serve to remind the public that quality of preparation is being provided in the training of teachers. Each participating college and university and its faculty and students are commended by the Association for making these awards possible.

The Association is deeply grateful to the Distinguished Achievement Awards Panel of Judges who undertook the decision-making responsibilities. Members of the Panel were: Chairman—Robert J. Alfonso, dean, College of Education, Kent State University; Lawyer Chapman, former district coordinator for teacher education, Washington Portal School, Philadelphia; Donald Hight, professor of mathematics, Kansas State College of Pittsburg; Jonathan Messerli, dean, School of Education, Hofstra University; and Violet K. Richards, chairman, Division of Education, Dillard University.

Edward C. Pomeroy
Executive Director, AACTE

The Distinguished Achievement Award
STATE UNIVERSITY OF NEW YORK COLLEGE AT CORTLAND
Cortland, New York

President
Richard C. Jones

Dean, Division of Education
Louis Rzepka

Project Staff
Thomas Lickona
Ruth Nickse
David Young
Susan Dalziel
Nancy-Jo Scheers

Project Change is an early childhood teacher education program at the State University of New York College at Cortland.

In 1969, a group of College and community educators developed a proposal for a multiyear early childhood project that would create new teacher training programs at Cortland for early childhood teachers and that would support and work with regional schools.

The proposal for Project Change was approved for funding by the Early Childhood Branch of the U. S. Office of Education. The grant has been renewed twice, and, recently, the Project was selected for a fourth, final year of federal funding. The end of outside funding will not mean the end of the Project, however. Care has been taken to institutionalize the new programs in ways that will mean lasting change in teacher education at Cortland and in the College's relationship with public schools in central New York.

Eight features define the program in practice. The first feature incorporated into the Project is that students direct their own learning. In seven new early childhood education courses developed by Project Change, students are free to choose from a wide range of knowledge and behavioral competencies and select the ones which best meet their interests and needs.

For example, the student first chooses the content areas in which to do his competency projects. Then, he selects a particular problem within each of those areas and proceeds to do a refined diagnosis of the problem, designs a strategy for coping with the

problem, implements the strategy with the child, and evaluates its effectiveness.

The second feature of the Project is courses that are practicum-centered. The majority of students in the program are part-time students who take the courses in the afternoon or evening. Most are full-time teachers in the area's schools. Therefore, most of the students have their own classrooms as daily practicum sites.

Those students who are not teaching participate in the classroom of another student in the course or are helped to find a practicum site somewhere else. Class lectures and discussions are organized around the content areas in which students do their field competency projects, thereby ensuring that the practicum experience is integrated with academic work, rather than simply added on to it.

Another of the Project's features is that it is performance-based. The program differs from some conceptions of performance-based education in that Project Change students select the competencies to acquire and there is no predetermined criterion of performance success.

Since students in the courses are scattered throughout the region, the five-member Project staff is not able to observe their performance directly. Sometimes one member of the class observes another and does an evaluation as one kind of competency project. More frequently, however, a form of student self-report is used. A videotape, a slide presentation, a talk in front of the class, or a written description of the teaching situation is submitted by the student.

The program is organized in teams. One of the aims of the Project is to develop a different model of staff relationships. There are four full-time staff members: one who directs the project and teaches part time, two who teach most of the courses, and one who works mainly in the field. There is also a half-time research associate who is in charge of program evaluation. Staff members lecture in their areas of expertise in each other's courses. There are weekly meetings of all staff on total program development or specific course matters, and there are many more informal contacts.

The fifth feature of the Project is that it is interdisciplinary. Faculty from eight different College

departments have been invited to give guest presentations. People in the community who have something to say about educating young children also are encouraged to speak before the classes. In fact, the program has sought to stimulate interdisciplinary interaction by opening up most of the special guest lectures and subsequent discussion periods to the entire College community.

Another feature of the program is that it is designed to be open-ended and self-renewing. Project Change is conceived as an "organic model" in which growth and change are defined as essential to the whole teacher education process. In practice, this means a heavy emphasis on regular program analysis by staff and student process evaluation. The former comes in weekly staff meetings while the latter comes through midterm student evaluation of courses and feedback to the staff.

The seventh feature of Project Change is that it is generative. Students in the courses frequently develop tangible educational products, such as new teaching materials, a slide presentation on a particular curriculum theme, or a layout for an interest center. These are accumulated in an "Early Childhood Education Ideas Bank" housed at Project Change. The Bank is open to anyone who wishes to use it; it serves as a valuable resource for students in other education courses, as well as those in the early childhood program. Some of the student products are also described in the Project's Minibook of the Month which is disseminated to schools in the Project's eight-county target area.

The final feature of the program seeks to develop teachers who are open to change as persons and capable of fostering change in others. The teacher as a person and as a professional is examined. Characteristics of teachers, their needs and feelings, and teachers' rights are studied. Organizational theory and discussions on the characteristics of organizations, including roles, norms, communications networks, goals, and leadership also are presented.

There are eight courses offered in the early childhood graduate program. A minimum of four selected courses is required for a graduate "specialization in early childhood education." This specialization is part of a 30-hour

master's program which includes three hours of foundations courses and six hours of outside electives.

The entire early childhood program's ultimate aim is to produce positive change in the schools. There are four specific strategies beyond the formal academic program to accomplish this aim: (1) the training of ten professional/paraprofessional teams of teachers from area schools; (2) the development of an exemplary experimental early childhood classroom at the College; (3) the sponsorship of special conferences, institutes, and workshops for regional school personnel; and (4) the cosponsorship of a regional Title III Project for Elementary In-Service Training in Open Education and Teacher Development.

Cortland College hopes that its Project Change can make performance-based teacher training compatible with open education. Through its innovative program, the College hopes to offer an approach that other teacher training institutions will find worthwhile and worth emulating.

For Distinguished Achievement:
Teachers College, Ball State University
Muncie, Indiana

President
John J. Pruis

The University and the Muncie, Indiana, community schools are cooperating in providing laboratory-centered experiences in an Experimental Program in the Professional Preparation of Elementary School Teachers (EXCEL). The Program capitalizes on the interest of students who enter the University with the declared intention of majoring in elementary education.

Students enter the Program in their freshman year and complete a four-year sequence of professional education experiences, including assignments in elementary classrooms. The purpose of the Program is to provide opportunities for students to integrate theory and practice and personal potential into authentic teaching styles.

For two quarters of the freshman year, students spend a two-hour period in selected elementary school classrooms and attend a two-hour seminar each week. This is continued through two quarters of the sophomore year with another two-hour weekly seminar.

For two quarters during the junior year, students spend four two-hour periods each week in classroom assignments in conjunction with method courses. The classrooms become laboratories for developing and practicing teaching methods in all curricular areas.

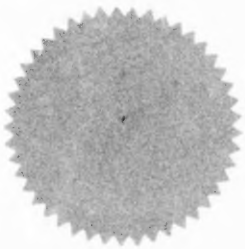
Students may elect to spend one quarter of their junior year in Great Britain. After an introduction to British society, culture, and education at the University of Keele, they work full time as student teachers in primary schools in Staffordshire and surrounding areas for five weeks.

Student teaching occurs during the senior year. Preference is given to schools with innovative programs, team teaching, open classrooms, multiage grouping and/or individualized instruction, and special programs for particular neighborhoods.

Throughout the program, students work in various school settings to enable them to become versatile and to function well in any school environment.

For Distinguished Achievement: Southern Colorado State College Pueblo, Colorado

President
Harry P. Bowes



The Teacher Corps Program at the College was developed by a team composed of representatives from the community, public schools, and six colleges.

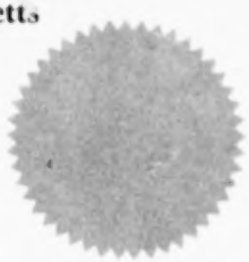
Working in six elementary schools in low-income neighborhoods of Pueblo, the project features: (1) a cross-cultural component for all participants which is designed to build an understanding of individual cultures; (2) a community-based component which moves the community through stages from "assistance" to "participation in decision making"; (3) a two-year intern training program at the undergraduate level; (4) a career ladder component which provides programs for the high school diploma through the master's or three types of doctorates; (5) a communications component designed to build an open communications system among all participants; and (6) a portal school plan for coordinating all activities, with participation of community, school, and college personnel.

The Teacher Corps Program is based on a number of principles. The project is planned and executed with a broad base of participation. Two major emphases of the project are upon the development of cross-cultural awareness in participants and upon community-based programs in the schools involved, with opportunities for children's learning to reflect community needs. Another principle upon which the Program is based is that intern training should take place in the field as much as possible. Improvement and change in the College's teacher education program are the founding principles upon which the project is based.

The Program maximizes interaction between public schools, College, and community; and learning experiences are more functional. The project represents a significant attempt to prepare teachers better and to make a major contribution to the well-being of children, to the in-service education of teachers, and to the betterment of neighborhoods and communities.

For Distinguished Achievement:
University of Massachusetts
Amherst, Massachusetts

President
Robert C. Wood



The Teacher Preparation Program Council of the School of Education, University of Massachusetts, was created in 1970 with responsibility for all graduate, undergraduate, preservice and in-service teacher education programs. The Council is responsible for policy making, admissions, leadership, administrative coordination, and program internship.

After numerous deliberations, the Council selected a cross-school, alternative programs approach to teacher education. This approach was selected for the reasons given below. (1) No person can determine the best method of preparing a person for any teaching role. (2) Many people are committed to ideas of preparing prospective teachers in particular ways. (3) Conditions were right for the School of Education to create a laboratory where new ideas in teacher education could be tested.

The Council then created program guidelines, which called for a rationale, a clinical experience, a reflective component, and removed constraints within the system of state certification.

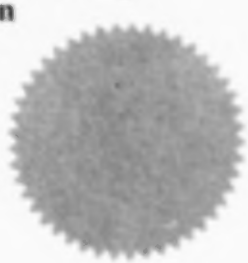
The Council sought school-wide involvement in the design of teacher education programs. To achieve its ends, the Council was empowered to call on any faculty member to devote some time to the teacher education program. The Council's membership reflects school-wide concern with representation from various disciplines.

Presently, the Council offers 24 different teacher preparation programs, each with a different thrust and each created in answer to the need for teachers trained and oriented toward a specific kind of student, school, curriculum, or community environment. General programs offered by the Council include programs for teaching a particular group of children, teaching in a particular kind of school, teaching in a particular method, and teaching a particular curriculum.

Through its alternate programs, the Council has succeeded in countering student alienation, increasing University and community relationships, and integrating theory and experience.

For Distinguished Achievement:
Western Washington State College
Bellingham, Washington

President
Charles J. Flora



Established in 1971, Turn About, a competency-based teacher education program, has dual but interrelated thrusts. The first thrust is to establish a portal school and to demonstrate, in an actual school setting, the efficacy of a competency-based teacher education program for undergraduates and graduates. The second thrust is aimed at enlarging the cognitive and affective capabilities of inner-city elementary school children.

Program leadership rests with five clinical professors and a director. They are simultaneously responsible and accountable for the education of 525 elementary school children in Everett, Washington's central area Garfield School and 58 full-time education students who are assigned to the school.

Graduate students are Everett teachers on professional leave. They complete a master's degree in one year by spending one day a week at Western and four days at Garfield. Undergraduates in Turn About are assigned to the school for three academic quarters. Usually, they spend two quarters as laboratory students during their junior year and return for a final quarter of internship in their senior year.

The clinical staff operates in teams in an open classroom setting with a ratio of one adult for every four children. Each professor heads a team which includes a graduate student, two or three other Everett elementary teachers, two to four interns, and six to 12 laboratory students.

Turn About is organized like a teaching hospital, professors diagnose, and college students carry out their prescriptions. About half of each professor's time is spent demonstrating the diagnosis/prescription model, and half is spent working with the college students on site.

Evaluation results, validated by an independent auditor, show significant increases in the rates of cognitive development in elementary students and criterion level performances for most college students in the program.

Certificates of Recognition:

California State University, San Diego
San Diego, California

President
Brage Golding

The Nova Project of the Department of Secondary Education offers teacher candidates a unique program of learning leading to California's secondary teaching credential. Since its inception in 1970, the program has involved a faculty team of six members and 225 students.

Now in its fifth cycle, the Nova Project features a highly interfaced pattern of school and community experiences and maximizes a team approach, emphasizing: (1) joint planning by faculty and students, (2) team teaching, (3) significant involvement with local school districts, (4) flexibility in the use of time and presentation of content, (5) varied and intensive field experiences, and (6) a continuity in both semesters of the Project (the student in the program is enrolled for 11 units for the first semester and nine units during the second semester).

The basic elements of the Nova Project include the most recent innovations and emphasis on teaching/learning strategies. Student contracts and self evaluation, individual conferences between faculty advisors and students, student-sponsored workshops, micro-teaching, quest projects, visits to community agencies, and student services to the Project are basic to the Nova's program of teacher preparation.

Faculty members believe that students will teach others as they have been taught and that, by actively participating in the systems mentioned above, they, as teachers, will engage their own students and colleagues in such activities.

Hunter College of the City University of New York

President
Jacqueline G. Wexler

The Training of Teachers of Teachers Program at Hunter College has effected a field-based program, the principle of community involvement in teacher education, the development of high morale in a school-within-a-school arrangement, and the recruitment of unprecedented numbers of minority-group candidates into teacher education.

Liberal arts faculty, education faculty, students, public school personnel, and community representatives joined forces to achieve a more effective preparation for teachers in inner-city schools.

The result has been a program in which students and faculty share didactic experiences in their general education courses and in professional courses in public schools situated in poverty areas throughout the city.

They work with the close cooperation of community members and public school teachers and administrators to develop a sympathetic understanding of children and the community from which they come. They also build a strong commitment to improvement of opportunities for these children.

The five-sided team recruits candidates for the Program from high schools and has succeeded in recruiting a good percentage of black and Puerto Rican candidates. Community input has resulted in determining curriculum, in personnel resources offered to participants, and in opportunities to study and work in field situations.

The Program affects six elementary schools, about 45 faculty members, and 270 students.

Certificates of Recognition:

Lehigh University
Bethlehem, Pennsylvania

President
W. Deming Lewis

The School of Education, in cooperation with the Pennsylvania Department of Education, is undertaking an experimental program to prepare teachers for institutionalized populations through a graduate-level Social Restoration Program.

The three-phased Program is designed to give teachers competencies in coping with students in crisis situations, as well as provide teachers with diagnostic and remedial capabilities. Under the first phase of the Program, students become involved in school and community agencies and police and probation offices. Activities in the first phase are supplemented by information seminars with theoreticians and practitioners in associated disciplines, including psychology, sociology, and corrections.

The second phase, or core phase, of the Program is a one-year internship as a teacher in a correctional institution, public school, or learning center. During their internship, the teachers are visited regularly by a supporting University team, which is composed of curriculum and reading specialists and a psychologist. Supportive staff tutor and give on-site seminars.

The terminal and integrating phase of the Program is spent on campus, where multidiscipline seminars are held to build the interns' theoretical base.

Through this action-internship Program, the University hopes to prepare teachers more effectively to respond to the problems of the community and its young.

Mississippi State University
State College, Mississippi

President
William L. Giles

The Pre-School and Early Education Project was designed to provide a model program for developmentally handicapped children from four to nine years old.

The Project's objectives are: (1) to present a practical, functional model educational program for nonurban schools; (2) to provide a model for parent and home-assistance education; (3) to demonstrate new teaching methods and curriculum innovations in psycholinguistics and perception; (4) to make these new teaching methods known to students in the school's teacher training program; and (5) to develop in-service training, consultative services, and replication assistance for those involved in educating the developmentally handicapped child.

The Project incorporates teacher in-service training by assisting experienced teachers to replicate selected components of the model into their individual educational settings. Preservice training is incorporated through direct student involvement in workshops, direct observations, field experiences, graduate-level internships, and undergraduate student teaching.

The heart of the Project consists of language development through verbal bombardment and training in perception. Such varied courses as art and physical education are designed to add to the growth of these two areas.

Presently, the University is utilizing knowledge gained from the Project to build an effective early childhood education program.

Certificates of Recognition:

Trinity College
Washington, D. C.

President
Sister Margaret Claydon

The Bilingual-Bicultural Education Program is sponsored by the Institute of American Studies, a joint creation of Trinity College and the American Language Academy.

The major objectives of the Program, which was begun in 1972, are: (1) to increase the effectiveness of teachers and others who work in cross-cultural service professions; (2) to provide training in teaching English to speakers of other languages; (3) to cultivate an understanding of the social and cultural forces in language; (4) to give practical experience in teaching and working in a bicultural setting and to develop appropriate curricular materials.

The Bilingual-Bicultural Education Program provides training, not only in current language teaching methodology against a background of applied linguistics, but a curricular and practical understanding of the cultural, social, and psychological impact of biculturalism.

Practice and field study supplement the formal course work. These provide the opportunity to apply understanding and skills by working with international students, by bilingual teaching in the area's schools, and by working with the area's ethnic groups.

The Program offers instruction at both the undergraduate and graduate levels. On the graduate level, the Program leads to a Master of Arts in Teaching degree with a concentration in bilingual-bicultural education. A Certificate in Teaching English to Speakers of Other Languages and Dialects also is offered.

University of Delaware
Newark, Delaware

President
E. Arthur Trabant

The Delaware Model: A Systems Approach to Science Education (Del Mod System) evolved from cooperative projects conducted by a number of public agencies responsible for teacher education in the state.

The System is jointly funded by the National Science Foundation, the DuPont Company, the state, and several institutions concerned with changing teacher education programs for both preservice and in-service teachers.

The general goals of the System are: (1) to coordinate all segments of science and mathematics teacher education throughout the state; (2) to improve the extent and quality of teaching at the pre-elementary, elementary, secondary, and college levels; and (3) to provide a favorable climate for research and development activities in teacher education.

Under the System, teacher education activities are grouped into resource center services, field agent experiences, University projects, and local school district projects. Research, development, and dissemination of teacher training methods permeate these activities.

Educational needs are assessed and validated, remediation projects and strategies are assigned to and implemented by the institution which has the appropriate resources, progress is monitored and evaluated, and feedback information is provided.

Teacher education, therefore, is improved by closer liaison among institutions and by development of individualized programs.

Certificates of Recognition:

The University of South Dakota
Vermillion, South Dakota

President
Richard L. Bowen

The Indian Counselor Preparation Program was developed in response to the educational needs of American Indians in areas where the schools serve large populations of Indian children and youth.

The program revolves around a center institution, the University of South Dakota, and satellite institutions in North Dakota, Montana, Washington, and Wyoming. This interinstitutional cooperation is enhanced by an advisory board of Indians with representation from each of the satellites. Cooperation is further enhanced by including interaction between members of the local community and educational personnel.

The institutions modify and provide curricular experiences for Indian educators in the total pupil/personnel service area. Presently, there are approximately 50 Indian trainees who are pursuing a program of studies which provides them with the knowledge, skills, and tools to be better counselors for Indian children and youth.

Training is divided into two phases. The first phase is a six-week general orientation program at South Dakota. The second phase of the Program is the academic year at the home satellite institution. In addition, a wide range of field experiences involves the participants in the target communities.

This programmatic approach provides the framework for modifying many existing traditional practices in current college programs.

Washington State University
Pullman, Washington

President
Glenn Terrell

The Competency Oriented Personalized Education (COPE) Program was developed by education faculty to meet the needs of the dynamic social enterprise of teaching. Approximately three years of intensive planning, reviewing, and evaluating went into the development of the Program.

The Program results in learning where prospective teachers must illustrate competence in the act of teaching. The Program's general design can be divided into three phases: (1) knowledge, (2) simulation, and (3) application. Under this general design are four major components.

The first component is a career seminar taken during the sophomore year. This seminar is designed to improve a student's self understanding and his understanding of a teacher's roles and responsibilities. A learning and development seminar, taken by juniors, is the second component. Emphasis is placed upon understanding youngsters and on the processes by which children learn.

The third component is a set of learning modules, most of which are taken during the junior and senior years. These modules are designed for independent study but do have a set of instructions for the student, including performance level criteria and alternative learning activities. During the senior year, an internship program, the fourth component, is undertaken by the student. Prospective teachers may intern in two different public schools for two eight-week periods.

1973 Distinguished Achievement Awards Entries

Appalachian State University
Boone, North Carolina

Ashland College
Ashland, Ohio

Bernard M. Baruch College, The City University of New York
New York, New York

Bowling Green State University
Bowling Green, Ohio

Brooklyn College of the City University of New York
Brooklyn, New York

California State University, San Diego
San Diego, California

Campbell College
Buie's Creek, North Carolina

Chadron State College
Chadron, Nebraska

Cheyney State College
Cheyney, Pennsylvania

Clemson University
Clemson, South Carolina

College of Mount Saint Joseph on-the-Ohio
Mount Saint Joseph, Ohio

College of Mount Saint Vincent-on-Hudson
Riverdale, New York

Dakota State College
Madison, South Dakota

East Carolina University
Greenville, North Carolina

Eastern Connecticut State College
Willimantic, Connecticut

Eastern New Mexico University
Portales, New Mexico

Eastern Washington State College
Cheney, Washington

Edinboro State College
Edinboro, Pennsylvania

Elizabeth City State University
Elizabeth City, North Carolina

Florida Agricultural & Mechanical University
Tallahassee, Florida

Fitchburg State College
Fitchburg, Massachusetts

Governors State University
Park Forest South, Illinois

Hunter College of the City University of New York
New York, New York

Indiana University-Purdue University at Indianapolis
Indianapolis, Indiana

John Carroll University
Cleveland, Ohio

Johnson State College
Johnson, Vermont

Kutztown State College
Kutztown, Pennsylvania

Lehigh University
Bethlehem, Pennsylvania

1973 Distinguished Achievement Awards Entries

Lyndon State College
Lyndonville, Vermont

Lowell State College
Lowell, Massachusetts

Madonna College
Livonia, Michigan

Mankato State College
Mankato, Minnesota

Miami University
Oxford, Ohio

Mississippi State University
State College, Mississippi

Missouri Western College
Saint Joseph, Missouri

Montclair State College
Upper Montclair, New Jersey

Mount Mercy College
Cedar Rapids, Iowa

National College of Education
Evanston, Illinois

Northeastern State College
Tahlequah, Oklahoma

Northwestern State University of Louisiana
Natchitoches, Louisiana

Oregon State University
Corvallis, Oregon

Pacific College
Fresno, California

Plymouth State College of the University of New Hampshire
Plymouth, New Hampshire

Quincy College
Quincy, Illinois

Regis College
Denver, Colorado

Rhode Island College
Providence, Rhode Island

Roosevelt University
Chicago, Illinois

Rutgers, The State University
New Brunswick, New Jersey

Saint Francis College
Fort Wayne, Indiana

Southern Colorado State College
Pueblo, Colorado

State College at Westfield
Westfield, Massachusetts

State University of New York at Buffalo
Buffalo, New York

State University of New York College at Cortland
Cortland, New York

Teachers College, Ball State University
Muncie, Indiana

Texas Agricultural & Industrial University
Kingsville, Texas

Southeastern State College
Durant, Oklahoma

The College of Saint Rose
Albany, New York

The University of Delaware
Newark, Delaware

1973 Distinguished Achievement Awards Entries

The University of Georgia
Athens, Georgia

The University of Iowa
Iowa City, Iowa

The University of Michigan
Ann Arbor, Michigan

The University of Nebraska – Lincoln
Lincoln, Nebraska

The University of South Dakota
Vermillion, South Dakota

The University of Tennessee
Knoxville, Tennessee

The University of Toledo
Toledo, Ohio

The University of Utah
Salt Lake City, Utah

The University of Wisconsin – LaCrosse
LaCrosse, Wisconsin

The University of Wisconsin – Oshkosh
Oshkosh, Wisconsin

The University of Wisconsin – Stevens Point
Stevens Point, Wisconsin

The University of Wisconsin – Whitewater
Whitewater, Wisconsin

The William Paterson College of New Jersey
Wayne, New Jersey

Trinity College
Washington, D. C.

University of Hartford
West Hartford, Connecticut

University of Houston
Houston, Texas

University of Maryland
College Park, Maryland

University of Massachusetts
Amherst, Massachusetts

University of New Hampshire
Durham, New Hampshire

University of Northern Colorado
Greeley, Colorado

University of Southwestern Louisiana
Lafayette, Louisiana

University of Virginia
Charlottesville, Virginia

Utah State University
Logan, Utah

Washington State University
Pullman, Washington

West Texas State University
Canyon, Texas

Western Illinois University
Macomb, Illinois

Western Kentucky University
Bowling Green, Kentucky

Western Michigan University
Kalamazoo, Michigan

Western Washington State College
Bellingham, Washington

Wichita State University
Wichita, Kansas

Wittenberg University
Springfield, Ohio